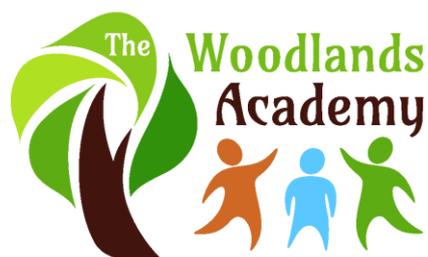




## English Policy

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<b>People involved in writing/reviewing this policy</b>
A. Caton E. Edmundson
<b>Responsible Person</b>
Co-Headteacher (T&L) Subject Leader
<b>Approved by</b>
Governing Body
<b>Date Approved</b>
13th July 2017
<b>Signature</b>
<b>G B Weekes</b>



## English Policy

### Introduction

English at The Woodlands Academy is taught as a discreet subject, and through and from cross-curricula topic and subject work; including ASDAN units at KS4.

Teaching will take place in classes, small groups, pairs and individually. Learning objectives will reflect individual need, and will encompass pupils' learning styles and the need to over-learn. Planning in the short, medium and long term will ensure learning is broken down into achievable, individualized objectives. Lesson objectives will be evaluated by teaching/support staff at the end of the lesson to ensure outcome feeds into the planning cycle. Planning will incorporate the use of a variety of multi-sensory teaching strategies and will relate to the guidelines for teaching speaking and listening, reading, and writing; the handwriting, sensory integration, SAQ and communication and interaction programmes; and will be supported through TEACCH strategies, the use of ICT, and a variety of reading schemes and literature.

The teaching of English can be broadly categorised into 3 strands:-

- ✓ Speaking and Listening
- ✓ Reading
- ✓ Writing

### Aims and Objectives

The teaching of English at The Woodlands Academy will encompass all aspects of communication; including non-verbal, verbal, written and social. Work in English will promote learning across the curriculum and underpins pupils' achievements and participation in all aspects of their lives. Staff will provide pupils with learning opportunities:-

- To raise standards in English and communication.
- Raise pupils own expectations of achievement and pupil's self-esteem so that they can make the most of their abilities.
- To develop their abilities to respond, to listen and to understand
- To access a wide range of literature to enrich and broaden their experience
- To develop reading so pupils can read a wide range of texts with fluency, accuracy and understanding.
- To develop writing for a range of purposes.
- To provide opportunities to develop functional communication skills – making choices, decision making.
- To provide a challenging and enriching curriculum which addresses individual needs.

## Organisation planning and content

The National Curriculum (2014), supplemented with 'Letters and Sounds' and Curriculum Guidance for The Foundation Stage will be modified to give all pupils relevant and appropriately challenging work at each Key Stage. It is not the age of the pupil, that is significant but the stage at which they are currently working. English Programmes of study can be modified to match and challenge pupils' abilities through:-

- ✓ Choosing material from earlier key stages
  - ✓ Aiming to maintain, reinforce, consolidate and generalise, as well as introduce new knowledge, skills and understanding.
  - ✓ Using the programme of study as a resource, or to provide a context, in planning learning appropriate to the age and needs of individual pupils.
  - ✓ Focusing on one aspect, or a limited number of aspects, of the age related programmes of study
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- English at The Woodlands Academy is taught as a distinct subject and as an integrated part of the curriculum.
  - Teaching will take place in small groups, and each pupil grouped according to ability. Learning objectives will reflect individual needs and will encompass pupils' learning styles.
  - Planning will identify clear aims and objectives and evaluate pupil progress which will in turn inform future planning.
  - Medium Term Plans that follow the recommendations of The National Curriculum inform all short term planning.
  - Content is adapted and tailored according to the needs of individual pupils and class groups.
  - The planning will ensure that pupil support assistants have a clear understanding of their role in each lesson, know what learning objectives they are working towards and be involved in assessing pupil progress.
  - Planning will incorporate the use of a variety of teaching strategies and will relate to the key objectives for the teaching of number, time, and money; and will be supported through TEACCH strategies, and the use of ICT.
  - English is supported further through dedicated targets through the pupils Personalised Learning Intention Maps (PLIM) which are shaped by the pupils Education Health Care Plan.
  - In addition to 'discrete' lessons, English is taught **through** a wide range of activities including, PSHCE, Humanities, Enterprise and Enrichment activities. Pupils in KS4 have an opportunity to gain accreditation via ASDAN units of work and other accreditation including Open Awards.

## **Approaches to Speaking and Listening**

The development of communication skills is an integral part of all areas of the curriculum. A variety of communication strategies are used to engage all the pupils who have a range of communication needs. Speech Therapists also support the development of Speaking and Listening throughout the school.

### **Semi- formal Classes:**

For a child with Autism, significant communication difficulties and sensory impairment objects of reference, Picture Exchange Communication, Signalong will be used and communication aids may be used following assessment. A 'total communication' approach is used throughout these classes with pupils being encouraged to use a number of modes of communication such as signed, oral, auditory, written and visual aids depending on the particular needs and abilities of the pupil.

#### **Objectives:**

In the semi-formal classes, pupils should:

- ✓ Be given the opportunities each day to develop and consolidate a more formalised means of communication e.g. signs, symbols and words.
- ✓ Be encouraged to listen and respond to others appropriately
- ✓ Develop ability to transfer skills and communicate with others in a range of settings.

### **Formal Classes:**

For the pupils in formal classes they are encouraged to develop effective communication skills in readiness for later life. Pupils will access structured social communication groups with the use of the Socially Speaking Programme, advice from Speech Therapist and the SCERTS framework to provide appropriate targets.

#### **Objectives:**

- ✓ In the formal classes, pupils should:
- ✓ Be given the opportunity to listen to and make sense of what they hear.
- ✓ Feel relaxed and that their contributions are valued
- ✓ Be given planned opportunities to speak in a range of settings
- ✓ Understand what good listening is and how to respond during conversations and discussions.
- ✓ Develop the skills of turn taking and working collaboratively with others

## **Approaches to Reading**

Reading is taught both discreetly and as an integral part of the curriculum. Pupils are encouraged to become confident, reflective and independent readers. They are given opportunities to experience print in a variety of forms for a range of purposes.

### **Semi-formal Classes:**

For many pupils in this semi-formal setting they will find learning to read conventional text cognitively very demanding however, they can participate in many aspects of reading.

**Objectives:**

Pupils should have the opportunity to:

- ✓ To develop word reading using a range of strategies including matching objects, pictures and sounds and words.
- ✓ Listen to and respond to a range of stories including multi-sensory and books on the computer.
- ✓ Participate in structured phonics sessions following the Sounds and Letters Approach.
- ✓ Develop pre –requisite skills for reading including visual skills, focusing, scanning, symbols, words and sequencing.
- ✓ Have access to a range of labels inside the school environment and in the wider community.
- ✓ Encouraged to take a book home and share with parents.

**Formal Classes:**

In the formal setting pupils participate in individual, shared and guided reading. Pupils are encouraged to decode text using a range of strategies including phonics. Comprehension skills developed with pupils being encouraged to derive meaning from text. There are regular discrete phonic sessions following the recommended structure in 'Letters and Sounds' programme.

**Objectives:**

Pupils should have the opportunity to:

- ✓ Read regularly on a one to one basis.
- ✓ Read and listen to a range of texts
- ✓ Read in pairs and groups
- ✓ Access literacy intervention if required
- ✓ Access personalised structured phonic sessions
- ✓ Read a range of signs and labels inside the school and in the wider community.

**Approaches to writing**

Writing is taught both discreetly and as integral part of the curriculum. The development of speaking is vital in preparing pupils for writing we use a range of strategies to develop this skills including Colourful Semantics which helps pupils to structure sentences using a colour coded system for Noun, Verbs, Prepositions and Adjectives. ICT is also used to aid writing including Clicker 7 a software programme to encourage reluctant writers.

**Semi-formal:**

For many pupils in the semi-formal setting writing in the conventional sense is very demanding. There are other ways these pupils can express themselves including using objects, symbols to 'write', including Colourful Semantics.

**Objectives:**

Pupils should have the opportunity to:

- ✓ Access a range of ICT resources to record including Clicker 7
- ✓ Access a range of multi-sensory sessions to encourage mark making including 'Dance Write; and the Academy's multi-sensory handwriting programme.
- ✓ Label objects / pictures with written words
- ✓ Use writing for meaningful purposes e.g. greeting cards, shopping lists, messages

## Formal:

Opportunities for writing are presented across the curriculum and pupils are regularly involved in a range of writing sessions. Pupils require meaningful experiences to motivate writing or to become immersed in a subject before any expectations of writing.

### Objectives:

Pupils should have the opportunity to:

- ✓ Explore a range of writing activities, including a range of written forms including letters, lists, newspapers and stories
- ✓ Write independently with support given when required i.e. writing frames
- ✓ Develop spelling with use of the Letters and Sounds programme, including sight vocabulary.
- ✓ Write for a range of audiences – themselves, peers, a wider school audience or for the wider community.
- ✓ Develop handwriting skills to produce a legible handwriting style.

## Resources

- ICT is used to engage and motivate pupils. A range of programmes, games and apps are available on laptops, Smartboards and I Pads throughout the school. The Academy has purchased Clicker 7 software designed to make writing a fun and accessible experience for everyone including reluctant and struggling writers.
- **Write Dance** a programme which acknowledges the interdependency of the development of fine and gross motor skills to improve handwriting and it's fun!
- **1<sup>st</sup> class @ writing intervention** – a programme developed by Edge Hill University for pupils who are not making expected progress in writing.
- **Literacy through Film**- using film as a text provides opportunities to support communication, comprehension and written expression.
- **Better Reading Support Partners Training** – a 10-week intervention to target pupils who have fallen behind at reading and in particular struggles with comprehension skills.
- **Colourful Semantics** – Used to help pupils who are starting to develop language and have limited vocabulary to confident talkers to organise the grammatical content of sentences.
- A range of books to engage reluctant readers.
- In the semi-formal classes, English is taught through a range of themes including the use of a multi-sensory approach including tactile play and musical activities.
- Teachers can access the Academy's shared English resources that are monitored by the English Subject Leader and shared planning and resources within 'teaching teams'.

- Classes access the wider community regularly allowing for a range of English skills to be developed such as Speaking and Listening and Reading.
- Use of Communicate in Print and Board Maker programmes to produce symbols.
- Singalong books are available which includes the signs required during English activities.
- It is acknowledged that age appropriate materials are extremely important and teachers should be aware of this when selecting appropriate equipment to meet the children's needs

## Assessment and Progress

- Assessment is an ongoing process through observation, discussion, scrutiny of work, and the use of PIVATS 5, MAPP and CLIPPS assessment tools. Pupils in the semi-formal classes are assessed using MAPP and the Levels of Engagement with PIVATS 5 being used for some. Pupils in the formal classes are assessed using PIVATS 5 and CLIPPS.
- Evidence of achievement in English is recorded on daily plans and individual Target, Measure and Evidence files, which are updated termly. The semi-formal classes are piloting the use of Tapestry to evidence learning from September 2017.
- The assessment data is collected twice yearly to be collated as part of the CASPA process. CASPA is used as a tool to monitor pupil's progress against national data.
- Parents discuss pupil progress and achievement during parent evenings, informal meetings, daily home to school books and Annual Review Meetings.
- Reading age will be assessed annually using the York Assessment Reading for Comprehension (YARC).
- For pupils who require Speech and Language therapy (SALT) Care Action Plan targets will be set by the SALT team.
- Pupils can make progress in English by:
  - ✓ Using a wide variety of multi-sensory activities relating to topics, individual areas of interest and real life situations
  - ✓ Increasing engagement in a range of literature and communication activities
  - ✓ Building on their prior knowledge and attainment in reading and spelling
  - ✓ A widening of horizons and participation from the immediate social circles of family and school, to an extended participation in the wider community
  - ✓ Adapting to different circumstances and contexts with independence and confidence
  - ✓ Acquiring an increasing range of vocabulary from names of objects, events and people to vocabulary used the curriculum and related to the wider community

## Monitoring and Evaluation

The quality of the teaching and learning of English will be monitored by the Subject Leader and by the Senior Leadership Team during classroom observations and 'learning walks'. This will assist the Academy in the self-evaluation process identifying areas of strength and areas of development.

In monitoring the Teaching and Learning of English, the Subject Leader will:

- Implement subject policies, plans and practises, which reflect the Academies commitment to high achievement and effective teaching and learning
- Monitor the progress made by pupils and progress towards achieving subject plans and targets.
- Evaluate the impact of actions taken on teaching and learning, and use this analysis to guide further improvement using a variety of tools including planning sampling, work sampling, teacher discussion, data analysis, pupil interviews, drop-ins, observing learning and rates of progress in lessons.
- Offer support to teachers in planning, teaching and assessment.
- Keep up to date with statutory requirements and relevant initiatives.
- Ensure that there is continuity and progression in the planning and teaching of mathematics throughout the school.
- Set targets for subject development.
- Ensure that the whole school assessment, recording and reporting is followed in relation to mathematics.
- Prepare detail of subject development, including the identification of training needs, to inform the school development plan.
- Manage the annual budget allocation for Mathematics.
- Organise and maintain a catalogue of resources.

## Monitoring and Review

The English policy is subject to regular review in line with the Academy's curriculum monitoring. Changes and adaptations will be carried out as required. The Subject Leader will report on this to the Curriculum Committee annually. The work of the Subject Leader will also be subject to review by the Head teachers as part of the performance management arrangements.

## Appendix 1: Key Documentation

This policy should be read in conjunction with the following school policies / guidelines:

Teaching and Learning Policy  
 Communication Guidance  
 Assessment Policy  
 ICT Policy  
 Positive Behaviour Policy

The following documents have informed this guidance:

Special Educational needs and disability code of practice: 0-25 years  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The National Curriculum – English programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>